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THIRD ANNUAL CONVENTION

GENERAL WORCESTER, MASS., JUNE 8, 9, 10 and 11

JUN 1 - 1915

UNIV. OF MICH.

The

**NATIONAL ASSOCIATION
of CORPORATION SCHOOLS**

Bulletin

25 Cents a Copy

\$2.00 For a Year

Volume II

June, 1915

Our Third Annual Convention

New York High Schools Must Be Democratic

By PRESIDENT CHURCHILL, Board of Education

A Community of Home Builders

**Educational Activities of Metropolitan Life
Insurance Company**

By LOUIS I. DUBLIN

**American Steel and Wire Company's
Training Course**

By C. R. STURDEVANT, Educational Director

Dr. Claxton Favors Vocational Study

Every Child Should Learn a Manual Art

Says WILLIAM WIRT

**PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE**

The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

Functions

The functions of the Association are threefold: to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

Membership

From the Constitution—Article III.

SECTION 1.—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

Dues

From the Constitution—Article VII.

SECTION 1.—The annual dues of Class A members shall be \$50.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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The National Association of Corporation Schools

Bulletin

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Edited by F. C. Henderschott, Executive Secretary

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June, 1915

No. 6

OUR THIRD ANNUAL CONVENTION

Every indication at the time this article is written is for a convention at Worcester, June 8th, 9th, 10th and 11th that will in all respects exceed the splendid records made at both the first and second annual conventions of our Association.

Many of the members are going to bring their wives. The Chamber of Commerce of Worcester has requested the privilege of entertaining the ladies and when the Chamber of Commerce of Worcester requests the privilege of doing anything it is sufficient guarantee that it will be well done.

The program includes trips to points of historic interest throughout New England which will leave in the memory of the observer impressions never to be forgotten—the birthplace of the nation and the battlefield of the Revolution—and they are going to these points of interest by automobiles. There will be luncheons at the old inns and ancient taverns frequented by the founders of our country. At the time this article was written more than twenty-five reservations had been made by delegates who had signified their intention of bringing their wives. If you have not a wife bring your mother or your sister.

While the ladies will be well entertained the men who are planning to attend the convention must exclude themselves religiously from any entertainment except on Friday afternoon. The men are going to the Worcester convention to exchange experiences—to work. They will have to be content by listening to the recital of their wives as to the historic points of interest. Our Association is making history itself.

Advance copies of the reports of all the committees have been mailed. Assurances received indicate that there will be a large attendance. Many industrial institutions not yet allied with our Association have arranged to send delegates. Come prepared to work, and bring your wives. The Chamber of Commerce will see to it that they are royally entertained.

ONLY A PRACTICAL DEVELOPMENT CAN SUCCEED

A newspaper report quotes Arthur D. Dean, chief of the division of vocational schools in the University of the State of New York, in speaking of "State Program for Industrial and Social Efficiency," as saying that it is the business of the State to safeguard the children, to give them a safe start in life and to see that the teachers have at least a minimum wage.

The educational program which he proposed included such points as: No child is to go to work until he has reached a minimum degree of maturity, not necessarily to be fixed entirely by the age; not until he has reached a certain educational standard, nor until he is physically fit to enter upon an occupational life. He stated that in his opinion the State should assume the guardianship of its youth up to eighteen years of age, whether in the schools, the factory or the store.

Just how Mr. Dean proposes to put his program into effect would be interesting to industrial institutions. At the present time fully 90 per cent of the boys and girls enter industry and do so insufficiently trained. This statement does not imply that they are insufficiently trained for the particular work they are going to do but that their general education is not complete. They have not received the fundamental teachings which are necessary to broaden their minds and give them a sane and logical viewpoint of industry. All of the things Mr. Dean contends for are unquestionably desirable. No one can condemn a boy or girl for wishing for riches but the thing that the boy and girl is really interested in is just how they are going to shape their courses to gain wealth, and the thing that industry would be particularly interested in at this time is a statement from Mr. Dean as to just how he proposes to put his program into effect.

First—How is he going to keep the child in school until he is sufficiently educated?

Second—How is he going to harmonize a minimum wage scale in New York State which is higher than the wages paid for the same work in other States and still expect the manufacturer in New York to stay in business?

Mr. Dean also proposes that the State assume the guardianship of the youth up to eighteen years of age. Why only until eighteen? Why not have the State assume guardianship of all its citizens? If our machinery, including the home influence, has failed in developing the child is there any assurance that, when the State turns the child over to the tender mercies of the home

influence and the contrariant forces such as the saloon and other evil influences, that the child will go along the straight and narrow path from that point? Would it not be better after all to develop a sane and constructive program which falls within the limits of what can be done? Starting from this point, perhaps as the development progresses, the plan can be enlarged effectively.

**"WILL THE PRESENT TENDENCY DEVELOP GENIUSES
OR MOLLYCODDLES?"**

There is a tendency to make education a matter of ease, of convenience, to educate the individual with as little inconvenience to the individual as possible. This tendency is found in the new attempts to place the boy or girl in the calling for which the youth is by temperament and other natural qualities best fitted—to remove all obstacles from the path. The theory is, of course, the attainment of the higher efficiency, but do we not overlook some of the unchangeable natural laws? Emerson in his essay on "Self Reliance" makes the contrast between the well-clad, reading, writing, thinking American with a watch, a pencil and a bill of exchange in his pocket and the naked New Zealander whose property is a club, a spear, a mat and an undivided twentieth of a shed to sleep under. And Emerson compares the health of the American and the New Zealander:

"Strike the savage with a broad ax and in a day or two the flesh shall unite and heal as if you struck the blow into soft pitch, and the same blow shall send the American to his grave."

Emerson says:

"The civilized man has built a coach but has lost the use of his feet. He has a fine Geneva watch, but he has lost the skill to tell the hour by the sun. A Greenwich nautical almanac he has, and so being sure of the information when he wants it, the man in the street does not know a star in the sky. His note-book impairs his memory."

Emerson holds that the cultured race has lost, by refinement, much of its natural energy, by Christianity entrenched in establishments and forms some of the vigor of wild virtue. Galilea with an opera-glass discovered a more splendid series of facts than anyone since. Columbus found the new world in an undecked boat. The great genius returns to essential man. "Society is a wave. The wave moves onward but the water of which it is composed does not. The same particle does not rise from the valley to the ridge. Its unity is only phenomenal. The per-

sons who make up a nation to-day, next year die, and their experience with them."

"And so the reliance on Property, including the reliance on governments which protect it, is the want of self-reliance. Men have looked away from themselves and at things so long that they have come to esteem what they call the soul's progress, namely, the religious, learned and civil institutions as guards of property, and they deprecate assaults on these, because they feel them to be assaults on property. They measure their esteem of each other by what each has, and not by what each is. But a cultivated man becomes ashamed of his property, ashamed of what he has, out of new respect for his being. Especially he hates what he has if he sees that it is accidental—came to him by inheritance, or gift, or crime; then he feels that it is not having; it does not belong to him, has no root in him, and merely lies there because no revolution or no robber takes it away. But that which a man is, does always by necessity acquire, and what the man acquires is permanent and living property, which does not wait the beck of rulers, or mobs, or revolutions, or fire, or storm, or bankruptcies, but perpetually renews itself wherever the man is put."

In our efforts to relieve the individual of most initiative, in so far as possible of the drudgery of acquiring knowledge and to place the American youth on a straight and graded road to success, are we not apt to develop a race of mollycoddles? We talk a great deal about "deadened" employments and the lack of opportunity and minimum wage scales. We are anxious to reform all society through governmental regulation. We preach the millennium and denounce those who see evil tendencies in socialism, forgetting that the oak does not grow in the tropical climates and that out of adversity have developed the greatest characters of all time. Health, opportunity and a fair field are perhaps, after all, the greatest requisites to success.

IS VOCATIONAL GUIDANCE A MYTH?

For several years last past earnest minds have given serious thought in the hope, and in some instances the belief, that it is possible to predetermine what trade or profession a boy or a girl will excel in. A survey of the field at this time does not indicate any results which may be accepted as proof that the theory is sound. Many of the ablest minds which have studied this problem are in agreement that there is only one way to determine what the human can do best and that is by doing different things until by test the proper avocation is discovered. Modern thought does not seem to have progressed beyond the point reached by Ralph Waldo Emerson and stated in his essay "Self Reliance." Emerson says:

"Insist on yourself; never imitate. Your own gift you can present every moment with the cumulative force of a whole life's cultivation; but of the adopted talent of another you have only an extemporaneous half possession. *That which each can do best, none but his Maker can teach him.* No man yet knows what it is, *nor can, till that person has exhibited it.* Where is the master who could have taught Shakespeare? Where is the master who could have instructed Franklin, or Washington, or Bacon, or Newton? Every great man is an unique. The Scipionism of Scipio is precisely that part he could not borrow. If anybody will tell me whom the great man imitates in the original crisis when he performs a great act, I will tell him who else than himself can teach him."

There is a tendency even now to accept the conclusions of Emerson as correct and to so frame courses in our educational institutions as to allow a leeway in choice, through opportunity for actual work in many of the trades and professions. All available evidence at the moment indicates that this tendency should be encouraged.

EDUCATORS COMMEND SCHOOLS OF PRACTICE

The advantages of co-operative education in connection with vocational training were discussed at a meeting of the Public Education Association of Philadelphia, held in the store of Strawbridge & Clothier.

Dr. L. L. W. Wilson, head of the Philadelphia Normal School for Girls, told of its success as applied to the training of school teachers. Dr. Wilson said the plan was originally scoffed at by teachers, but since the establishment of schools of practice the same educators have been brought to realize that a truly efficient normal school graduate is one who has had the advantages of both a practical and theoretical training.

Dr. Joseph M. Jameson, of Girard College, said that co-operative education had been adopted by the schools in the West to meet the needs of the community and had proved a success in every way.

In Philadelphia co-operative education is merely in the experimental stage. At present some of the students of the William Penn High School for Girls are devoting part of their time to practical business experience as employees of Strawbridge & Clothier.

KNOCKING WON'T OPEN DOOR OF OPPORTUNITY

"Knocking" at another man's door may help break it down, but it won't open yours.—*The Wingfoot Clan.*

SCHOOL FOR ONE-ARMED MEN

Judge Leser's Home at Heidelberg Occupied by Classes of Wounded in Vocational Courses

(Correspondence of the Associated Press.)

Heidelberg, Germany.—A "School for One-Armed Men," with 35 pupils from the Nineteenth Army corps, offering instruction in writing, stenography, typewriting, bookkeeping and drawing courses, and a prospective curriculum of vocational courses, has been opened here at the home of Associate Judge Leser.

The latter has placed his home at the disposition of the unique institution, and has had it fitted out as a hospital. Thirty hours of instruction are given each week, which is to be supplemented by work under the auspices of the local industrial school. Dr. Freiherr Von Keunssberg of Heidelberg university is in charge of instruction.

The 35 pupils represent 31 occupations and trades, including cigarmakers, railway employees, locksmiths and day laborers. All are eager to embrace the opportunity. It has been found that within only a few days the man who has lost his right arm learns to write with his left hand with considerable facility. Because of the large number of applicants for admission it is planned to enlarge the school very soon.

SEIZE EVERY OPPORTUNITY TO ACT

"Seize the very first possible opportunity to act on every resolution you make.

"No matter how full a reservoir of *maxims* one may possess if one have not taken advantage of every concrete opportunity to *act*, one's character may remain entirely unaffected for the better."—*William James*.

The Faces Turned Toward the Sunrise

This is a busy world, but the age is calling for men who can help bear its burdens, who can do things, whose faces are turned toward the sunrise.—*Elbert Hubbard*.

Physical Values

And our moral and mental qualities, psychologists now tell us, turn largely on our physical condition.—*Shirley Ruffner*.

ON TO WORCESTER

**Every Arrangement has been Made for the Third
Annual Convention of Our Association to be
Held in the Heart of New England,
June 8th, 9th, 10th and 11th**

LARGE ATTENDANCE ASSURED

**Splendid Program Arranged. Brilliant Speakers
Engaged for the Banquet, and a Merry
Round of Entertainment for
the Ladies**

The program for the third annual convention of our Association to be held at Worcester, Mass., June 8th, 9th, 10th and 11th, does not appear in this issue of the BULLETIN for the reason that the program has been mailed to all members of our Association, to all industrial institutions which are co-operating with our Association, to over twelve hundred industrial corporations, three hundred and twenty-four universities, colleges and other educational institutions, to state superintendents of education, to state chairmen of educational committees of women's clubs and to others who have made inquiry about the work our Association is doing or have shown interest in the problem of industrial education.

Responses received from invitations indicate a very large attendance at the Convention.

This year the Executive Committee of our Association has acted as the Program Committee. Chairmen of the various sub-committees outlined the work their Committees were to do and submitted the outline to the Executive Committee. This prevented duplication of work and assured constructive effort. Then the Executive Committee and the Chairmen of the sub-committees met in joint session at which time the Chairmen submitted drafts of their annual reports. These drafts were approved, the reports have been compiled and printed and copies mailed to all of our members and to those industrial institutions co-operating with our Association.

The program for the Convention does not include any addresses except at the banquet on which occasion leaders in the national, state and local fields will speak on the great problem

Class "C"

H. F. Lewis, 155 North Munn Ave., East Orange, N. J.
William T. Bawden, U. S. Bureau of Education, Washington, D. C.

Miss Mary E. Eastwood, The William Penn High School, Philadelphia, Pa.

Miss Caroline Eichbauer, 151 East 86th Street, New York City.
A. P. M. Fleming, The British Westinghouse Elec. & Mfg. Co., Manchester, England.

C. A. S. Howlett, Diehl Mfg. Co., Elizabeth, N. J.

E. St. Elmo Lewis, Art Metal Construction Co., Jamestown, N. Y.

C. R. Mann, Carnegie Foundation for the Advancement of Teaching, 576 Fifth Avenue, New York City.

Homer S. Pace, Pace & Pace, 30 Church Street, New York City.

Walter B. Russell, Director, Franklin Union, Boston, Mass.

C. L. Woodfield, Director, Chicago Typothetae School of Printing, 536 S. Clark Street, Chicago, Ill.

CHICAGO SCHOOL TO TEACH INDUSTRY

In the midst of one of the greatest industrial communities in the country, Pullman, Illinois, is an almost ideal site for an industrial school. The buildings for this school are already up; it remains to install the equipment, complete the interior decoration, lay out the grounds and welcome the new pupils.

The new school is the Pullman Free School for Manual Training. It has been erected by the terms of the will of the late George M. Pullman. When it is opened in October it will represent an expenditure of more than \$400,000. In the words of the principal, it is dedicated to the task of dignifying overalls.

"When we have started up and things are going smoothly we hope to co-operate with the Pullman works to some extent," said Mr. Wade, the principal. "We hope that for several weeks at a time we can send our boys from the higher classes over to the works to learn the actual conditions under which men work. We want the boys to know shop methods, and we want them to realize constantly that their training is practical."

The school will be open five and one-half days forty-eight weeks in the year, with a short vacation at the end of each of the four quarters. The pupils—boys and girls—will be in school eight hours a day. Their time will be divided between the shops, the laboratories, the classrooms, and the athletic field and gymnasium.

NEW YORK HIGH SCHOOLS MUST BE DEMOCRATIC

President Churchill of Board of Education Insists that Time Has Come for Secondary Schools to Take All Classes of Children and Fit Them for Life

One of the big problems that the Board of Education is going to keep at until a solution is reached is the making of the high schools democratic. President Churchill made that fact clear in his recent address at Columbia, says the *New York Globe*. The best paid teachers and the costliest buildings are devoted to high school education and both must serve all the children who want to go to school after leaving the grammar schools. He told how "the High Schools originated to serve a select, exclusive set of boys, financially and intellectually able to go to college. When this country grew prosperous enough to attempt the free schooling of its older children, say, from fourteen to eighteen years, there were in existence hundreds of high schools and academies, with generations of traditions behind them, emphasizing the contention that their service was for the superior, the choice, the intellectual aristocracy. Into our public school system came this undemocratic proposition. For years the high school teacher has had his vision bent upon the college, and has seen the needs of the public service only with a sidelong look.

"For years we have let high school management pull everybody along a road toward a destination that only a handful ever reach. For years the tail of college preparation has wagged the High School dog. We have built and equipped for our High School teachers buildings many times as elaborate and expensive as the ordinary schoolhouse. We have paid these teachers higher salaries.

"With these advantages, with children longer trained and easier to manage than fall to the lot of the lower paid teachers in the elementary schools, we have let these pampered members of the teaching staff drive out the children in droves because the subjects offered and the manner of presentation failed to establish a holding power either of interest or of profit commensurate with the opportunity. This thing has gone on in our community until, at the first pinch of municipal poverty, the cry arises, 'The high schools are luxuries; cut them off.'

"I will confess that to our Board of Education the high

school problem has put up a formidable and imposing front. But in this, the progress of the country at large again comes to our assistance, and we find so refined a community as Newton, in blue-blooded Massachusetts, throwing open the sacred doors of the high schools to all children of high school age, all, whether they be educated or illiterate, clever, or stupid, refined or underbred. We, who read our educational news, find all over the country more and more cities like Chicago, Los Angeles, and Milwaukee, declaring, 'the high school is not a peculiar institution for the maintenance of its course of study and its traditions for the few who can profit by it. The high school is a public school and part of the public school system. Its business is to serve all the children of fourteen to eighteen years of age. If the old college preparatory course does not attract and benefit these children, let us try course after course until we get those which do the business.' This is the growing policy of the country toward its High Schools. This is a policy which in New York City a member of the Board of Education must fight for, almost as hard as the men of 1776 fought to abolish the aristocracy.

"We do not have to wage this fight against taxpayers and fathers of children. They know well enough that a child of fourteen years is not educated and ought to be.

"In spite of this, the Board of Education has done something. It has repudiated the proposition that the high schools should be closed to all except the superior, whom the high schools should select by written examinations. It determined to give its high school teachers the same opportunity of serving the city as is enjoyed by the teachers in the grades, who take all comers, the cream and the skimmed, and, so far as time and talent permit, prepare them for a living less forlorn.

"This Board of Education has repeatedly rejected recommendations that the new and modern subjects be kept out of our existing high schools and segregated by themselves. We are not disposed to perpetuate scholastic aristocracies by separating the bookish pursuits from the operations of industry. In this we are also cognizant of the American trend. We see Chicago successfully opposing the separation of its children into hand-workers and head-workers. We see Philadelphia, after long investigation, declaring for composite high schools. We see Los Angeles including in its high school course any respectable subject that enough children will take to make employment of a teacher profitable."

WIRT UNCOVERS SCHOOL FAULTS

In his report to the Board of Education of New York, Mr. Wirt makes an extraordinarily clear and courageous analysis of the weaknesses of our school system and of our school officials.

He says: "I am in favor of an elementary school system that really trains all of its children and keeps the children in school until sixteen years of age. The greater part of the high school course should be completed in such elementary schools.

"I am in favor of a secondary school system for the continuation and extension of the work begun in the elementary schools and for specialization in Vocational Schools, etc. But I am not in favor of any kind of a school designed to repair the children crippled in their educational development because of an elementary school system that is out of joint with the times.

"The only possible remedy for such a situation is to make the ordinary elementary school system do the job for the doing of which we are maintaining the institution. This can be done by adding facilities for the work and play and time for work and play.

"In the reorganization of the Bronx schools we plan to take over as far as necessary not only the actual industrial training formerly given by the home and small shop, but also the time the child formerly spent at industrial training in the home and small shop, and for children of all ages."

A BOOST FOR VOCATIONAL TRAINING

One of the results of the European war has been a boost in France for vocational training. In the Belleville quarter of Paris many boys employed in unskilled work were thrown out of employment at the beginning of the conflict. M. Vaillant, aided by the mayor of the district, resolved to make an effort to turn this forced unemployment into a valuable period of education for these idle youths.

For this purpose apprenticeship classes were started under the direction of competent instructors, such as artists, skilled mechanics and workshop managers. Immediately as many as 1,400 unemployed boys entered the classes, but as business outside improved the majority drifted away. Some 450, however, became regular attendants. The instructors studied the tastes, proclivities and possibilities of each individual boy, with the result that there was discovered much aptitude for skillful and artistic work.

Out of butcher boys, grocery clerks, messenger boys, and

those who formerly existed on odd jobs, there has been evolved designers for glass windows, wood carvers, goldsmiths' and jewelers' work, designers of embroideries, decorative artists, and the beginnings of competent workmen in more utilitarian employments.

A SCHOOL WITH A FUTURE

Human failure may indicate fault or it may indicate misfortune.

As illustrating "fault," all men wish to achieve success, but some are not willing to equip for the contest; dreaming of wealth, power or renown, they lack both the natural aptitudes that would enable them to win, and also the "bulldog" determination necessary to win through "training." Opportunities for education, for place and for advancement knock unnoticed at many men's doors; is it matter for wonder that many slide "down and out"?

As illustrating failure through "misfortune," the improper care of infants, lack of parental oversight, inadequate education, unhealthy living conditions—all these operate as handicaps to the unfortunate, and explain somewhat their losing fight. The odds were too great against them.

Yet the alarming disproportion between successes and failures cannot by any means be wholly explained in terms of mental and moral shortcoming. A majority of mankind are neither "unfortunate" nor "faulty." So students of this problem have begun to find an explanation of many failures in the problem of "the misplaced man."

The discovery that the man who is a lamentable failure in one kind of work may be a dazzling success in another, is possibly the greatest social discovery of our time. And the penalties which society must already have paid for not having studied out this fundamental problem of "vocational choice" are incalculable, and must stagger the imagination. But society is waking up at last. Now that the problem is being actively studied, we may look forward to a reversal of the disproportion between successes and failures. The belief grows that there is room and happiness for every industrious person in society—if they can only "find their right place." So the "School of Vocational Guidance" may be safely pointed to as the modern "school with a future." Rightly developed it can help us far forward on the path of progress. It is the school with a really big job.—From *The Wingfoot Clan*, published by the Goodyear Rubber Tire and Rubber Company.

PITTSBURGH SCHOOLS ARE DISCUSSED

O. W. Burroughs, Director of Vocational Guidance, Addresses Consumers' League

Continuation schools in the stores was the subject of an address by O. W. Burroughs, Director of the Bureau of Vocational Guidance of the city of Pittsburgh public schools, before the Consumers' League of Pittsburgh recently.

Mr. Burroughs compared the continuation schools of Germany with those of the United States, showing how the German Government took care of such a vital matter.

"In Pittsburgh boys and girls are leaving the Intermediate and High Schools at the rate of 2,500 a year, and at an average age of 14½ years. From 65 to 70 per cent. of these children, as they pass through my office, are given certificates specifying that their services in some employment are needed to eke out the necessary family income. The other 30 or 35 per cent. is made up of those boys and girls who have lost interest in their studies, and who imagine they would be of far greater value to the family and to the world if left to their own devices and desires.

"The need of contributing to the family support is great—the need of a supplementary education is probably greater.

"In Ohio, New York, Massachusetts and Wisconsin there is a compulsory continuation school law. I am glad to learn that Governor Brumbaugh, of this State, favors the idea, and that it is likely to be included in the child labor bill now pending before the State Legislature."

WHAT IS EDUCATION?

Education, briefly, is the leading human minds and souls to what is right and best, and to making what is best out of them. And these two objects are always attainable together, and by the same means. The training which makes men happiest in themselves, also makes them most serviceable to others.—*Ruskin.*

THE AIM OF EDUCATION

It should be the aim of education to make men first, and discoveries afterward; to regard mere learning as subordinate to the development of a well-rounded, solid, moral, and intellectual character; as the first great thing, to supply vigorous, intelligent, God-fearing citizens for the welfare of the land.—*H. J. Vandyke.*

DEPARTMENT STORE STARTS A SCHOOL

Experience Has Shown Public School Graduates Lacking in Fundamentals of Education

Michael Friedsam, president of B. Altman & Co., a large department store in New York City, has established a school in the corporation's big building.

It was started to teach public school graduates now employees in the store who are deficient in reading, writing, spelling and arithmetic. Started as an experiment, it filled a long-felt want.

Mr. Friedsam at a dinner recently said many public school graduates could not properly read, write or spell. He blamed the school system.

A few months ago Mr. Friedsam made arrangements with President Churchill, of the Board of Education of New York, for two teachers to instruct deficient employees in the three "Rs." Each morning classes for boys and girls are held in the rest room from 9 to 10.

"We are doing all we can to teach the deficient children who come to us," said Mr. Friedsam as he showed a *New York American* reporter the school rooms. "We teach the boys and girls the fundamentals they need in business."

"The course of study to-day in our public schools is made too mechanical. There are too many pupils in each class, not permitting proper supervision or instruction. No proper provision is made to help the backward child in some studies, although the same child may show good scholarship in other studies.

"Studies are not properly balanced. For instance, in one class the teacher devotes twenty minutes to spelling and forty minutes to drawing. If practical methods, such as have been proposed by President Churchill, are adopted, the entire school system, as well as the children, would be the gainers.

"On the East Side I have found the children wizards at figures and spelling. They don't need so much attention in those studies when they show aptitude. Let them be taught other things in which they are less proficient.

"In the higher grades of elementary schools, where chemistry and carpentry are introduced (under the supervision of a teacher not always thoroughly qualified), as the pupils only receive a smattering of these subjects, the time devoted to them might better be employed in giving a more thorough grounding in the fundamentals.

"I understand within the last few years an effort has been made to make more uniform the system of penmanship, and excellent results have been obtained, I am told. Why not introduce uniformity in the teaching of arithmetic, grammar and other studies?"

"I would also suggest revival of the old-time 'test,' which lately has been dropped from the school system. If a pupil is trained to meet tests in the school work he will much more easily meet tests in business life."

ALL-ROUND EDUCATION—THEORY PLUS PRACTICE

A worthy precedent was recently established by the Consolidated Gas Company of New York, when Mr. W. D. Kelley, superintendent of meters, conducted a group of forty-five pupils of the seventh and eighth grades of the Trade School of Public School No. 95 through the Gas Company's repair shops at 111th Street and First Avenue.

The boys, accompanied by their principal and instructors, left the school about noon in three of the Company's big automobiles. Upon arriving at the repair shops a much appreciated spread of sandwiches and strawberry short cake was served, while the Consolidated Gas Company's orchestra entertained them with popular and martial airs. Following the feast Superintendent Kelley gave as introduction, a talk and demonstration upon the causes of flickering and insufficient light. Then in three groups of fifteen each the boys were shown by actual experiment many additional practical points about the every-day details of the gas business. Gas-piping of ordinary apartment houses, practical working of gas fired steam boilers, the construction of a gas meter and the simplicity of its operation, and the construction and assembling of gas ranges were carefully explained and demonstrated.

Two hours were spent in the repair shops and as they formed in line to march out to the automobiles the boys gave three lusty cheers for the Consolidated Gas Company. Principal Wade, in leaving Mr. Kelley, said: "This has been a remarkably interesting and instructive afternoon for my boys. Nothing will do them more good than having seen the men actually at work in the shops."

At the conclusion of the summer vacation it is the intention of the Consolidated Gas Company to extend to all the pupils in the trade schools connected with the public schools in Manhattan and the Bronx the same courtesies as have been shown to students in Public School No. 95.

A COMMUNITY OF HOME BUILDERS

The New Britain, Ct., "Herald" thus Refers to the Students in the Prevocational School of that City

Four hundred girls in the Grammar and Prevocational schools of New Britain, Ct., are being taught how to reduce the high cost of living, says the *Herald* of that city. A corresponding number of boys and girls are being taught at the same time the nobility, the value, and the greatest possible efficiency of labor. It is a community of home makers and home builders that is being educated under the direction of W. C. French, principal of the Grammar school.

All the pupils of the seventh and eighth grades in this city are gathered at a single center consisting of two buildings operating as a single school under the same principal. These pupils are given an opportunity of choosing one of four different courses offered.

L

Four Courses Offered

The general course is designed to prepare a pupil for any course in the Classical and English High school or the Vocational High School.

The practical arts course for girls is designed to prepare the girl for the duties of home making and housekeeping, also leading to the home-making course or to trade courses in the Vocational High School.

The practical arts course for boys is designed primarily to help boys to find themselves and to make an intelligent choice of trade courses in the Vocational High school, also to be of service to boys who are to leave school for industrial life at the end of the seventh or eighth grade.

The business and English course is designed to prepare for a commercial course in the Vocational High School and also intended for those pupils who go directly from the seventh and eighth grades into positions in stores and offices.

Teaching Methods Changed

The changes of methods of teaching in the public schools have come so rapidly that even to one whose Grammar School days are only ten or a dozen years past, the surprises are varying and delightfully novel. Drawing, for instance, consisted largely of making a likeness of a pretty pussy-willow, painting

a woodland scenelet with a brooklet winding through the middle and undulating fields of corn over yonder, or instilling an appreciation of the beautiful in the nude in the minds of the adolescent youth, etc., etc.

At 10 o'clock Monday morning the girls in the drawing class in the Prevocational school were clipping interior scenes from the model homes shown in the magazines and arranging them according to definite plans of efficiency and the dictates of art. A suite of model living rooms is maintained in the school so that the girls may see for themselves just what is necessary in a home, how inexpensive furnishings can be provided, how the decorations should be arranged for the best effect, and how the rooms should be kept. The teachers in the school use the apartment for rest rooms when the classes are not in session there.

The art is practical, even to planning the colors in a dress so that they will match the hair and the complexion of the individual girl. The arithmetic for the girls does not consist of problems in determining the area covered by the pyramids but rather how much she will have to spend for tape for the dresses to be made during the week.

Teaching Food Values

The class in cooking was getting its first instruction in food values this week. There was considerable discussion of carbohydrates, proteids and fats, but only in their relation to household economics. Colored charts showing the food values in different eatables are explained and the girls are taught how to arrange balanced menus. The fifteen-cent-a-day menu is discussed simply to show how it is possible to live well on very little. Diätetics is presented, with the idea of teaching the girls what a person really needs to sustain life rather than what she would relish.

In the practical arts course for girls' courses in household arts, sewing and dressmaking, drawing and industrial work are given in addition to the general courses. In the specialty shop the girls are taught box making, clay modeling, and any other specialties that are thought advisable. Whenever simple articles are needed in the school, the faculty looks to the specialty shop.

Out of the thirty hours a week spent by the boys in the practical arts course, twenty-one are devoted to classes in general education and nine are devoted to industrial work. Six teachers are provided for the industrial work, each an expert in his particular branch, teaching the machinist's trade, carpentry, jobbing, electricity, printing and drafting. Two of the teachers act as

vocational advisers, a man for the boys and a woman for the girls.

The nine hours a week of shop work consists of three full half days of three hours, with no other school work to interfere. In the seventh grade, each boy gets six weeks of continuous experience in each of the six lines. In the eighth grade the same round is repeated to give the boy a maturer view of the processes.

Meet Practical Problems

In all the practical arts courses, the principle of training the boys to meet practical problems and make articles to fill present instead of future needs is carried out.

For instance, in the machine shop, which has an excellent equipment, the boys are this week at work on a sensitive drill for the Vocational High school to be erected this year. Every part of this drill will be made in the machine shop and every part is made from blue prints provided by the drafting department.

In the woodworking department the boys are at work on a tool cabinet for the shop. The plans for all such work are made by the boys in the drafting department, and the boys in each department face every problem confronting a skilled craftsman. In the carpenter shop are also made the typewriting tables for the school, picture frames, and many similar objects of practical use. Nothing is made merely for practice, but everything made must have some practical value.

In the electrical shop house wiring is being taught. First comes the simple wiring necessary to the installation of an electric bell. Then the various problems of house wiring are taken up, the purpose of all the vocational courses being to determine the special fitness of any boy for a particular work and not to train him for any particular vocation, only the simplest problems in electricity are worked out.

At the end of six weeks' work in the printing shop, the boys are usually able to do small jobs. The hope, of course, is that some Horace Greeley will be developed here.

The mechanical drawing department is intensely practical and has proved so interesting to the boys that they refuse to take advantage of the recess privilege and remain at work all the time. The equipment was made to fit the particular needs of the school.

Special Trips to Shops

In order to give the boys a broad and comprehensive idea of each vocation, the instructors take them on special trips to the

factories and industrial establishments in the city. The printing class visits the newspaper plants, the machinists make trips to some of the machine shops in the city, the drafting instructor takes his boys to the drafting departments in the factories, and woodworking and electrical shops are visited by the boys during the time spent in the other departments.

Although the shop work is the most interesting feature of the practical arts course, Superintendent of Schools Stanley H. Holmes' statement is significant. "We do not," he says, "forget that these are Grammar School boys and girls from twelve to fourteen years of age with whom we are dealing and that their right to a general education must not be curtailed for the sake of prevocational work."

To Install Savings Bank

The business and English course is also conducted with the idea of giving the pupils problems in actual life to work out instead of working on fictitious transactions. To further carry out this idea in the bookkeeping department, Principal French will next year install a savings bank in the department, so that the girls and boys may have real money to handle instead of stage money. It is his contention that the boys and girls will get more benefit out of figuring up the grocery account than in entering in the books a transaction covering the purchase of carloads of flour. The offices for the bank will be built by the boys in the woodworking department.

The boys and girls are separated in the class rooms. Different mental processes are recognized in the two sexes and the subjects are presented in different manner to each. Then, too, the faculty recognizes that at the age of the boys and girls in the Grammar School, the presence of the opposite sex has a distracting influence on the mental processes of the students. Opportunities for social gatherings are, however, provided outside of the class sessions so that the children may not be deprived of the real benefits of social intercourse.

One of the special features of the Grammar School is a class of students selected for their brightness who are given an opportunity of finishing the two-year course in one. This is an illustration of the effort to make the school fit conditions and not to force every pupil to fit a particular mold.

Even physical exercise is made more pleasant in the Grammar School by a gymnasium in which the boys and girls meet once a week. Every boy gets a chance to take part in the athletic

contests, so that the athletic equipment benefits more than a selected few whose physiques are already well developed.

MINNEAPOLIS BEGINS INDUSTRIAL EDUCATION SURVEY

For the purpose of determining just what kinds of industrial education will best meet the needs of her present and future workers, the city of Minneapolis has begun an exhaustive analysis of both her trade and school conditions, which it is expected will take about seven months to complete.

In the analysis which is being made industries are reduced to occupations and occupations to operations. The investigation seeks to find (1) to what extent the worker can "get on" in his job; (2) to what extent the city's industries may give special training which they do not now provide; (3) to what extent can the schools be a factor.

The Survey is under the direction of a committee from the National Society for the Promotion of Industrial Education.

This committee will receive the closest co-operation and support from the Minneapolis School Board, the Dunwoody Industrial Institute, the Minneapolis Art Institute, and the Civic and Commerce Association.

REAL VOCATIONAL TESTS

(New York Press)

A hopeful sign for the progress of vocational education comes with the recent exhibition of interest in this subject by business men. The United States Bureau of Education reports a new organization of business men from half a dozen States which aim to co-operate with commercial and trade bodies and school boards of the States in placing commercial education on a standardized and scientific basis.

This movement is not at all in the vague name of public spirit. It is a businesslike effort to save business houses money, as is indicated by the statement that "in case of a responsible position experiments often cost \$200 to \$300, while to find a capable person, even in lower positions, frequently costs \$25 to \$50."

"Competent and reliable public school tests would no doubt save the business world millions of dollars," it also is stated. To avoid such costly experimentation the business men would

have schools adopt standard and practical tests for various sorts of certificates and diplomas. These tests would include type-writing, bookkeeping, stenography, knowledge of short cuts in arithmetic, punctuation and English composition.

Not merely completion of courses, but actual tests, would be made the requisites of diplomas, and these diplomas would indicate just what work the holder could be expected to perform.

SCHOOL TO TEACH SLEUTHS

Older Men Will Show Recruits How Detective Work is Done in New York City

Police Commissioner Woods, of New York, has established a school for the training of young patrolmen for the detective branch of the department.

Twenty recruits are selected at a time, and for a week five of them are detailed to detective squads to observe the older sleuths at work. The men thus assigned travel with each squad, but take no active part in the work.

They then go to the school for a month, where lectures on criminal subjects are given. During this time they are observed as to their adaptability.

Lieutenant McKenna and Detective Casassa, the pickpocket experts of the department, instruct the men in the art of discerning pickpockets or "dips," as they are called. They journey with the detectives in crowded cars and thoroughfares and learn to recognize this class of criminals and observe their methods.

Others are assigned to the Pawnbrokers' Squad. They visit pawnshops and watch the methods used by the older detectives in recovering stolen property and arresting thieves. Others travel with the Safe and Loft Squads, the Bomb Squad, and other special details.

Inspector Joseph A. Faurot instructs the students in the taking of finger prints and the method used in identifying them. He also lectures on the criminal characteristics of the face. Inspector John J. Cray lectures on the art of shadowing and the general work of the detectives, and Deputy Commissioner Lord, who was formerly an Assistant District Attorney, lectures on the criminal law and the getting and presenting of evidence.

Dr. A. E. Winship says Buffalo, Cleveland, Cincinnati, Detroit and Pittsburg "are in the running for leadership in education, with the odds in favor of Pittsburg."

EDUCATIONAL ACTIVITIES OF METROPOLITAN LIFE

How This Large Insurance Company Reaches and Trains its Army of Employees

BY LOUIS I. DUBLIN

The Metropolitan Life Insurance Company employs over 4,000 men and women in the Home Office and close to 13,000 Agents and clerks in the Field. It is obviously important that in so large an organization, the work of each individual should be directed to fit into the general scheme of the Company's program. The training of the several staffs in the efficient performance of their duties has, therefore, been a matter to which the officers of the Company have given very careful consideration. It will, perhaps, be of interest to the readers of this BULLETIN to know how the Company has attempted to solve the problems which have arisen in this connection.

The Home Office Force

It should be noted at the outset that owing to the very liberal salary standards and the favorable conditions of work, the Company is in a position to choose its employees from among the best available groups. Definite rules obtain for their appointment. An applicant must first of all be in good health. A medical examination makes sure that there is no diseases of the lungs, heart or kidneys. This is necessary, because good health is the very first requirement for good work, and secondly, because the Company is extremely liberal in its care of employees during periods of illness.

In addition to the medical examination, the Company requires applicants to pass a mental test. While the general purpose is to ascertain the proficiency of the applicant in English and elementary arithmetic, it is also meant to tell something about his mental habits. The mental examination consists of several parts intended to test the various capacities of the applicant. One part is especially meant to test the memory; another, tests the accuracy of the applicant; still another requires speed, while all parts require concentration. Everything is timed by the examiner.

Practical Vocational Work

The answers submitted by the applicant give a good idea of the kind of work he or she is best fitted to do. The appli-

cant with a good memory is preferred in one department, one who shows a special aptitude for dispatch is desirable in another department, while one who has shown particular accuracy in his work may be best fitted for the work of still another department of the Company's big organization. In this way, the Company tries at the very beginning to eliminate the waste that results from the lack of fitness on the part of employees to do their particular work. An expert psychologist has been called into consultation in the preparation of these tests.

Owing to the large scale on which the Company conducts its business it has been possible to organize the clerical work in such a way that the duties of each clerk involve simple routine processes. In this manner, the clerks very easily become expert in their work, and they advance from simple to more exacting tasks under the guidance of the section heads. As their efficiency increases the clerks are promoted to positions of greater responsibility. It is interesting to note in this connection that most of the section heads entered the employ of the Company as office boys, and worked their way up from the bottom of the ladder.

The educational facilities which the Company has thrown open to the Home Office employees are well suited to their needs. Some of these activities are of a vocational value while others are purely cultural. We shall consider each in turn.

Promotions Based on Progress

The stenographic force of the Company numbers nearly 1,000 female employees. On their entry into the service, the girls are usually intrusted with copying tasks only, and are called to stenographic positions as they gain proficiency in their work. To aid them in their advancement, the Company conducts two classes in typewriting and stenography; one for elementary work and the other for advanced speed dictation. Promotions are made on the basis of progress in these classes.

The Company also conducts a course in business English. This is given twice a week for the benefit of Home Office clerks. It consists of lessons in applied grammar, composition and business correspondence.

There are also classes in actuarial science for those who are interested in the mathematical branch of the life insurance science.

Home Office employees may also avail themselves of the

Correspondence Course of Instruction in the Principles of Life Insurance, designed primarily for the Field Force of the Company. This Course is described more fully below.

A circulating library is maintained and contains more than 12,000 books and pamphlets on general literature, science, insurance and miscellaneous topics. This library is equipped with a spacious reading room, and the clerks have liberally availed themselves of it.

Personal and Civic Hygiene

The Company gives instruction to its employees in personal and civic hygiene by means of well written authoritative pamphlets on various topics. These pamphlets have been prepared primarily for the use of the policyholders of the Company. Among them may be mentioned such pamphlets as "A War on Consumption," "Teeth, Tonsils and Adenoids," "Typhoid Fever and Its Prevention," "All About Milk," "First Aid in the Home," "The Health of the Worker," etc. In addition to this instruction the Health Conservation Department gives a physical examination to employees once a year. In this way incipient ailments are discovered in time and stopped before they have progressed to a harmful stage. The Company maintains a sanatorium on Mt. McGregor for the care of the employees who develop tuberculosis in the course of their work.

The effect of the above activities has been to promote a spirit of good fellowship among the employees and to bind them together into a body of loyal and effective workers.

The Field Force

In the training of its Field Force, the Company was the first organization to introduce the Correspondence Course method of instruction. At first the Course was restricted to the agency force, but its value to the Home Office employees soon became apparent and it was accordingly thrown open to them as well.

On his entry into service, each Agent received careful individual instruction in the daily routine of his duties from his Superintendent, or Assistant or Deputy Superintendent. He is introduced to his clientele, his so-called "debit"; the rules of the Company are thoroughly explained and the various forms used by the Company are made clear. While on his rounds with his Deputy or Assistant Superintendent, he is instructed

in the art of canvassing. In this way, he soon learns through actual practice the essentials of the business. In addition, the Agent is kept in touch with the Company through the medium of *The Intelligencer*, the Company's bi-weekly Agency house organ. Finally, on the completion of his sixth month of service, the Agent is automatically enrolled in the Company's Correspondence Course of Instruction in "The Principles of Life Insurance." The reader will be interested to know more about this interesting experiment in insurance education.

Correspondence Course of Instruction

The Company put its Correspondence Course of Instruction into operation in March, 1912. Ten lessons, entitled, "The Principles of Life Insurance," were prepared by the Sixth Vice-President and the Statistician. These lessons cover the subjects of mortality, interest, the construction of a premium and an analysis of the several types of policies and plans of insurance. Each lesson is in the form of a separate booklet of about fifteen pages, with a set of questions on the subject matter of the text at the end. In these lessons, the technical side of insurance was not neglected; yet the greater emphasis was placed on the human side of the business.

The plan of conducting the Course is extremely simple. The lessons are sent to the Agents one at a time. The Agent is allowed an ample period to study each lesson and to make his replies to the questions at the end. A special printed blank is provided for this purpose. The Agent is also encouraged to ask questions and to make suggestions on the subject matter of the lesson, in a space provided for that purpose on the answer sheet. The papers are carefully read and corrected at the Home Office by a staff of examiners who are men of long and valued insurance experience. Ratings are made on each answer and a general mark placed on the paper as a whole. In addition, the examiners make many marginal annotations and suggestions. The papers are then returned to the Agents. A record is kept in the Home Office, as well as in the District Office, of the work done by each Agent during his enrollment in the Correspondence Course, and on the satisfactory completion of all the lessons, the Agent is awarded a diploma.

District Superintendents Interested

Nor is the personal element in this course of instruction lacking. Many District Superintendents hold special staff con-

ferences on the subject matter of the lessons. The Agents ask questions and thrash out among themselves various points presented in the lessons. They are thus helped by their Superintendents to master the subject and also to see the application of the text to the practical transaction of the business. The Superintendent because of his long experience, is often able to present a concrete instance exemplifying the points made in the text. In this way the chief defect of the usual Correspondence Course, namely, the absence of personal instruction, is largely overcome.

The Course has been greeted by the Field Force with enthusiasm. A few figures will be of interest in this connection. During the first year of its existence, more than six thousand Agents were enrolled. During the second year, three thousand additional Fieldmen and Home Office employees took up the study. In the third year more than 4,000 enrolled in the Course. Every District of the Company has been reached, the graduates and those now actively pursuing the study of the lessons, making over 60 per cent. of the entire Agency staff. In the three years of its existence, more than 3,600 Field representatives and Home Office clerks have satisfactorily completed the Course and have been awarded diplomas. At the present time, diplomas are being awarded at the rate of close to fifteen hundred a year. It should be noted that the fact of graduation is permanently recorded as a mark of approval of the Home Office, and is taken into favorable consideration in the event of the Agent's application for promotion.

Heavy Demand For Instruction

The demand for the Course has been so great that an edition of twelve thousand copies of the text-book has been entirely exhausted and a second edition, revised and enlarged, has been prepared. This new edition contains two additional lessons, one on "Life Insurance Salesmanship" and another on "Industrial Insurance and Social Welfare." The following table of contents indicates the scope of the revised edition of "The Principles of Life Insurance":

- I. Introductory—General Summary of First Principles.
- II. The Scientific Foundations of Life Insurance—(a) Mortality.
- III. The Scientific Foundations of Life Insurance—(b) Interest.

- IV. The Natural Premium and Assessment Insurance.
- V. The Level Premium and Legal Reserve Insurance.
- VI. The Analysis of a Premium—Loading, Dividend and Bonus.
- VII. Types of Policies.
- VIII. Types of Policies (Continued).
- IX. Industrial Insurance.
- X. Industrial Insurance and Social Welfare.
- XI. Hazards in Life Insurance.
- XII. Life Insurance Salesmanship.

Ample testimony has been received from the graduates that the Correspondence Course has filled a long-felt want. It has not only helped them to become more expert salesmen, but has broadened their vision to the light of social service, which is so insistent in our day. We quote herewith a few typical comments:

"I worked five years to get an A. B. diploma in a Georgia College, while I worked only a little over five months on these lessons, keeping up my other work besides; yet I am as proud of one diploma as of the other. I have a much clearer knowledge of many points by having studied these lessons. I heartily recommend this Course to every field man who wishes to advance in this business."

"I have learned more from these lessons in the last ten months than I did during the nine years of my experience with this Company. I consider this Course of great value, and thanks are due the Company for offering it without any cost whatever."

"This Course has been of great value to me, and I believe has been a big factor in aiding me to qualify for the Hundred-thousand-dollar Club."

"Prior to my enrollment in this Correspondence Course, I was about to take a course in insurance in a local college. The fee asked was \$75, but the Company has offered me a Course far superior to the other, in fact this Course is far more practical."

"I have appreciated the study in every respect, and I want to advise you that it certainly has paid me financially, as my records will show that I have already placed more business in these three months, than I wrote all last year and it has taken less effort to do so."

"I am mailing my answers to the lessons in the Correspondence Course of Life Insurance. The study of these lessons and the preparation of the answers have afforded me much information. They have strengthened my grasp of business and broadened my outlook on life insurance and its possibilities. I feel not only better fitted to carry the insurance gospel to intelligent people, but better able to lead a staff of men to greater things for the Metropolitan. I wish to thank you for making this excellent

course of instruction possible for me and thousands of others who are interested in thoroughly knowing the business."

Rapid Growth in Personal Efficiency

Superintendents have also given ample testimony on the beneficent effect of the Course on their staffs. It has been observed that Agents have grown rapidly in personal efficiency and that their records have improved perceptibly during the progress of the instruction. This is best borne out by the increase in the weekly earnings, which is very marked in the records of a large number of graduates. Many cases have been noted in which Agents have sold policies in competition with other companies on the score of information obtained in the lessons, which answered specific inquiries of the prospects. Finally, the Agency Force has been strengthened in another regard, namely, in the persistence of the graduate Agent in the life insurance field. The Agent who has completed the Correspondence Course finds the selling of life insurance pleasant and remunerative, and therefore persists in the business. He understands life insurance and is in it to stay.

It is realized, of course, that this correspondence method of instruction in the principles of insurance is not a panacea for all the problems connected with Agency training. There are instances in which Agents have done excellent work in the Course and have proved to be poor practical insurance men, while many successful Agents have not pursued the study of the lessons at all. But, for the Agency Force as a whole, the old maxim that "Knowledge is power" holds true.

The Course has also emphasized the professional aspect of life insurance salesmanship. Agents have been impressed with the many social opportunities involved in their work, especially among the industrial classes. It is felt that in this way seed has been sown which will not only improve the condition of the Agent himself, by giving tone and dignity to his work, but will also better the service to policyholders. Through our Course of Instruction, the Agent is made to realize that life insurance is not only a business but a social program.

Co-operation the Modern Idea

The man who can forget his own personal feelings and fuse his own interests with those of the house is a sure winner. Nothing can hold such a one back. Sanity shows itself in co-operation. Power does not mean what you alone can do—it

means what you can get others to do by welding them into a whole so they will work together.—*The Fra.*

VOCATIONAL EDUCATION IN THE SOUTH

(*New Orleans Times-Picayune*)

In nearly all the northern states great progress has been made in recent years in vocational education, in establishing in the schools courses that will develop the tendencies of children and help them to select a trade or prepare themselves for the work by which they intend to make a living. We have known of the industrial and trade schools established in many of our cities, but it is desired to go even further and to begin training the children early, by making their teaching as practical and by finding what line of work each is best suited for and prefers. Some of the states have set great store by vocational education. Pennsylvania has provided for state aid to every county that will establish vocational training in its schools; and Massachusetts has gone even further and leads in this work.

The idea is somewhat new and naturally has not made much progress as yet in the South, but has done better in New Orleans than in the other Southern cities. It was first called to the attention of the school board and others interested in educational matters by Mr. Prosser, Secretary of the National Association for Industrial Education, some few years ago. Only last month, Secretary of Commerce Redfield, who is president of the association, delivered a very interesting lecture on the subject before the Public School Alliance.

David Spence Hill, of the Bureau of Educational Research of New Orleans Public Schools, has been investigating conditions in the South and finds that very little progress has yet been made and very little interest has so far been aroused in the matter. He wrote to the superintendents of public schools in forty-one of the principal Southern cities, asking what had been done in these towns to organize a bureau or department for the vocational guidance of boys and girls; or if they thought that a movement of this kind would result favorably. Only fifteen answers were received to his forty-one letters and twelve of these said that nothing had been done in the vocational line. Only three cities indicated that they had attempted anything in this matter, Birmingham, Houston and Little Rock; and in two of them the subject had been merely discussed and nothing done as yet.

AMERICAN STEEL AND WIRE COMPANY'S TRAINING COURSE

How This Industrial Institution Educates to Secure Telling Efficiency

In order to convey a clear understanding of the conditions leading to the development of our training course, it may be stated that the American Steel & Wire Company are heavy producers of steel and copper wire of every description. They also fabricate wire into many and varied commodities. The work of manufacture is carried on in their many plants widely separated from each other, being located in various parts of the country. In no one plant or district are all varieties of wire or wire products made, the distribution of manufacturing to the various plants being made with a view to the highest economy of production and delivery. Hence it was formerly very difficult for an individual salesman to post himself with respect to essential facts pertaining to the manufacture of all of the products he might be required to offer for sale.

Some three years ago the officials of this Company recognized the necessity of providing some systematic and efficient means whereby our salesmen in a few weeks' time and at reasonable cost could better acquaint themselves with the manufacture of our varied products. This led to the development of a six and a half weeks' course, which is not only suitable for our veteran salesmen, but also is of practical value to men in active service in other departments. Candidates for this Training Course are organized into successive classes of about twelve each. The men are appointed from widely separated districts geographically, several weeks in advance, at which time the men are assigned a small amount of reading matter preparatory to the course.

The first three weeks of the Course are spent in the Cleveland District. Three days are then devoted to the manufacture of certain products in the Pittsburgh District. The remaining time is spent in the specialty producing plants of the Worcester District. The members of a class meet on a certain specified day, the class is organized by an instructor, certain studies are assigned, and the regular work of the Course begins. All traveling expenses are borne by the Company, and a fixed daily allowance sufficient to meet his necessary living expenses is allowed each man.

How the Work is Laid Out

The work is so laid out that each succeeding day covers a new topic, and each day's work is handled in much the same manner. On Monday forenoon of each week a written examination is held, covering the work of the previous week. On every other working day, the whole forenoon is largely occupied by mill inspection under the direction of competent guides and instructors. After the mid-day lunch, furnished each day at the Works' dining room, the superintendent, or some expert appointed by him, thoroughly reviews the work of the morning, during which the students are encouraged to discuss freely all matters involved.

Following the discussion the students meet the Director of the Training Course in an appointed assembly room for a thorough quiz covering the work of the day. This occupies two hours. This period, recurring daily, has developed into one of the most important and most interesting features of the Course. It is here that every phase of the subject is developed largely by the students themselves and viewed from all possible angles. Questions are asked in such manner and of such nature as to draw the students out, set them thinking and induce them to use their imagination and reasoning powers. It is here too that scientific principles involved are discussed and explained. While due consideration is given the *how* concerning processes and operations, even more is given the *why*. This excites a keen interest in the work, and creates a desire on the part of each man to make a good showing among his fellows, hence, an added incentive to harder work and closer application. The man who thoroughly knows and understands the reasons why a certain specific material is used or required in a given set of conditions, or who knows why certain operations or processes have to be conducted in a certain manner, will possess a much broader and more useful working knowledge than he who has learned only how certain things are done. The one involves knowledge and thinking powers, the other may and usually does require only a superficial knowledge.

The Whole Story Concisely Told

At the close of each day's quiz, a small specially prepared booklet covering the work of the following day is given to each man, and these are studied during the evening. These booklets, thirty-three in number, cover different phases of our business and they include all reading matter of the Training Course.

They have been written by men of our own Company, and edited by our Educational Committee appointed to look after the educational work. Taken collectively, the books read into each other and they develop the whole story in a concise and consecutive manner.

In the preparation of these special articles, and in the development of the course, every effort has been made to secure maximum economy in both time and effort on the part of the student, since these are his two greatest assets. In the study of any particular subject, the student first reads a carefully prepared article devoted to that particular topic, he next witnesses all the processes and operations in the mill, he then discusses the subject with an experienced operating man, after which he is required to tell the story himself before others, going quite fully into descriptions and reasonings, and finally he is given a written examination on the subject. It is surprising how much knowledge a man can acquire in one day when he concentrates his whole attention in the foregoing manner on a single phase of the business.

During the first week of the Course, the student is shown how iron ore is converted into pig iron, how pig iron, with or without scrap, is converted into the common grades of steel, and, finally, how the steel ingot is converted into wire rods. The chemistry and metallography of the subject is taken up as far as time and the limited preparatory knowledge of the men will permit.

Watching Mechanical Processes

The second week is devoted largely to the processes involved in the conversion of wire rods into wires of various kinds and shapes, both by cold drawing and by cold rolling. A few days are taken up with the subjects of heat treatment, testing of materials, galvanizing and tinning. The last week is given over to the study of electricity and to the manufacture of electrical products, the balance of the time being given to a study of the fabrication of wire into our various kinds of products, such as woven wire fencing, barb wire, wire rope, springs, nails of all kinds, bale ties and so on. In each case the student not only makes a study of raw materials and finished products, but he also witnesses all the essential mechanical processes involved in the conversion of the one into the other and he studies all underlying principles. In one or more of the three Districts visited,

the man witness the manufacture of every product made by our Company.

Knowledge Creates Confidence

At odd times during the Course, regular set lectures are given by men of our own Company on such subjects as transportation of products, welfare work, Accounting Department, the history and development of the business, and other kindred subjects. No attempt as yet has been made to teach the art of salesmanship, or to take up the commercial phases of our business. The principal object has been to more thoroughly acquaint our older employees with all of our products, and with all essential details involved in their production, to give them a concrete conception of all those necessary factors which go to make up costs, to acquaint them with those countless problems continually presenting themselves to the operating department in the manufacture of high grade materials. Incidentally, it is giving our men a much greater confidence in themselves and in the goods they handle. They are acquiring a new and broader conception of the business as a whole, they are fired with a new zeal and a new ambition for the Company's interests. The Training Course serves also to draw the men of the various departments closer together, and it naturally results in their working in closer harmony. In a word, it is a powerful agent in producing better teamwork, good fellowship and greater efficiency.

C. R. STURDEVANT,
Educational Director,
February 8, 1915.

CAPITALIZING OUR TIME

Believe me when I tell you that the thrift of time will repay you in after life with a usury of profit beyond your most sanguine dreams, and that the waste of it will make you dwindle, alike in intellectual and in moral stature, beneath your darkest reckonings.—*W. E. Gladstone.*

THE VALUE OF BOOKS

God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levelers. They give to all who will faithfully use them, the society, the spiritual presence of the best and greatest of our race.—*William Ellery Channing.*

DR. CLAXTON FAVORS VOCATIONAL STUDY

National Commissioner Says Every Boy and Girl Should Have Equal Chance

Under the auspices of the Primary Teachers' Association of Wilmington, Delaware, Dr. Philander P. Claxton, United States Commissioner of Education, delivered an interesting address on the "Democracy of Education." The *Wilmington Journal* reports the address as follows:

Dr. Claxton began his address by explaining just what he meant by democracy of the public schools, declaring it to mean the equality of opportunity, which could only be attained by equality of education.

"What is this democracy of education?" asked Dr. Claxton. "Well, I have found it to mean an equality of opportunity, which can only be brought about through an equality of education. If some can have a High School course, then it should be such that all can have it. One of the biggest problems of the present day, however, is this giving to all our boys and girls an equal amount of education. It is an age of democracy. There are three kinds of education, however, to which I would like to call your attention. One prepares the child for real manhood and real womanhood, another prepares for the duties and responsibilities of citizenship for men and women alike; the third is an education that provides that every one can make a living in his own way and so contribute to the general good."

Must Awaken New Spirit in Child

Dr. Claxton declared that the schools must awaken that force in the children that will make them desire to give back to the world as much as they receive, that they must be taught the fundamental principles of government if good citizens are to be made, and also that every boy and girl must be taught to overcome the instincts of the body and taught how to live well and humanely.

"Education will develop the humane side," said Dr. Claxton. "There is no good in the world but human good; there is nothing worth while but the happiness of serving humanity. This democracy demands that we give our best."

In speaking of the teachers, Dr. Claxton said: "The teacher is the school, and we must have the best that can be had. The cities are remote mountain places, and here let me point out that

the country schools should be as good as the city schools. All schools should be alike in quality. The highest function of democracy is the selection of its teachers. All teachers should be high school graduates and have two or three years of normal school training.

Favors Compulsory Education

"Compulsory education," declared Dr. Claxton, "is a good thing. It is a minor crime to steal a horse compared to keeping a child out of school. Democracy must have compulsory school laws and all boys and girls should be sent to school regardless of economic and industrial conditions.

"The time has come," continued the speaker, "when all the schools must be vocational; when they must be readjusted and courses differentiated."

Dr. Claxton spoke of the "bread and butter" courses and the "pie crust" courses, and also advocated manual training.

"I hope," said Dr. Claxton, "that an agriculture course can be established in the schools here in the near future. Let the children use their back yards, the back lots, all the open spaces, in fact, and not only would they be benefited by filling their lungs with God's fresh air, but they could help considerably in the family need by selling the vegetables and flowers that could be raised."

Finds Continuation Schools Desirable

In speaking of the continuation schools, Dr. Claxton declared them to be an excellent means of affording an education to hundreds. Through the establishment of these schools, hundreds of boys and girls are able to keep on working and yet at the same time receive their education.

"These schools work well in many places," said Dr. Claxton, "and the employers as well as the children declare in favor of them. The employers say that the change from work to school makes better workers, while the children feel benefited by the change themselves."

Concerning the maintenance of the schools, Dr. Claxton touched but briefly, saying that it was not right to tax all the people, that only some would get an education.

"I do not think you have any right to tax all the people to give a few a high school education," said Dr. Claxton, "because it should be so that every boy and girl should be able to have a high school education." In conclusion, Dr. Claxton suggested that

the courses be divided into six years of elementary work and six years of high school work. He also suggested that the teachers be promoted from grade to grade.

WOMEN PLEAD CAUSE OF CHILDREN

Vocational Training a Necessity, They Tell Board of Education of District of Columbia

A plea that vocational training be made a part of the course in the public schools of the District of Columbia was made recently to the Board of Education by a delegation of a score of men and women, representing various civic organizations and headed by Mrs. Anna Bogenhohn Sloan, a club woman who has devoted years of study to the advantages of vocational training.

Mrs. A. A. Birney, representing the Congress of Mothers, introduced Mrs. Sloan to the board and made a plea for vocational training. Mrs. George T. Smallwood said 2,000 Daughters of the American Revolution had voted unanimously for vocational training. William H. Saunders said the Columbia Heights Citizens' Association had unanimously favored vocational training.

Indorsed by Women Voters

Dr. Cora Smith King spoke for vocational training from the viewpoint of medical science and said the National Council of Women Voters had unanimously indorsed vocational training. Mrs. Nanette B. Paul, who said she "teaches ethical and not technical law," told of the spiritual advantages to the child trained in a vocation.

Mrs. Ellis Logan, president of the District Federation of Women's Clubs, said she expects that body to indorse vocational training at its next meeting.

Mrs. William B. Hardy spoke in favor of vocational training in behalf of the Home and School League of the seventh school division. Mrs. Lyman Kebler spoke on behalf of "mothers." Dr. Lyman Kebler spoke on behalf of "boys and girls." Miss Elizabeth Timlow also spoke.

The board took the matter under advisement.

The McKeesport, Penn., Board of Education will receive bids for the erection of a technical high school building. At present Harrisburg is the only city in the State outside of Philadelphia having a high school for technical and industrial training separate from the regular academic or secondary schools.

AMERICAN BOYS BEHIND FOREIGN BOYS.

Superintendent Maxwell of New York City Says the Boys of France and Germany Have a Two-Year's Advantage

Longer school hours, longer terms, a five year high school course instead of four, higher salaries for men teachers and the expenditure immediately of \$10,000,000 for public schools are among the recommendations made by William H. Maxwell in his annual report as City Superintendent of Schools of New York.

The lengthening of the day course is suggested in a chapter in which Mr. Maxwell takes up the comparative education of the American boys and foreign boys. "It is now generally admitted that the American boy on leaving high school at or about eighteen years of age is at least two years behind the German or French boy of similar age in his studies," Mr. Maxwell says. "The American boy must have completed the sophomore year in college before he is on a par in intellectual attainments with the graduate of the German gymnasium or the French lycée."

He gives a table of statistics prepared by William F. Russell, president of the George Peabody College for Teachers, Nashville, Tenn., to prove his statement.

IT'S WHAT YOU KNOW

The invisible makes the nation. The nation is not made great, it is not made rich, it is not made at all, by mines and forests, and prairies, and water powers. Great men make a great nation great, and the qualities that make men great are invisible.
—*Lyman Abbott.*

Women who are desirous of earning small wages while learning to sew will be given the opportunity May 1st, when a trade school will be opened in Chase House, Chicago, as the result of the efforts of Miss Naomi Donnelley. The school will be the outgrowth of the sewing-room which has been maintained through the winter months, giving weekly wages to forty or more widows, deserted wives and women whose husbands have been out of employment.

Dr. Sidney Edward Mezes, president of the College of the City of New York, predicted that vocational training and all the social sciences shortly would be taught in all the public schools of New York City.

**EVERY CHILD SHOULD LEARN A MANUAL ART, SAYS
WILLIAM WIRT, EXPLAINING VOCATIONAL AND
AVOCATIONAL TRAINING IN PUBLIC SCHOOLS**

DORIS E. FLEISCHMAN

(In New York Tribune)

Man—and woman, too, for that matter—is a helpless being, who has forgotten the use of his hands, therefore when Mr. William Wirt began teaching the youth how to use them again the country woke up to the fact that Mr. Wirt was a remarkable man. And like most men whom the world so singles out, I found Mr. Wirt a modest man, who was engaged in what to him seemed a very simple task.

And, "Oh, no," he deprecated, when I asked him if he found in manual training the remedy for those human unhappinesses which are called "industrial evils." "It is only that the co-ordination of the mind and the various muscles is and should be emphasized as a valuable asset of every child," he further cleared the atmosphere of his purpose.

"Each child should be given the opportunity to familiarize himself with the various trades, for during the process he may learn much. Too much stress has been laid on the purely intellectual side of the child's learnings, and it has been forgotten that such labor as carpentering and making pottery will stimulate the mind in a different manner. The co-ordination of the mind and the various muscles is a valuable asset. Besides which is the inalienable right of every man and woman and child to select his own vocation.

"Why leave the choice of a person's life work to accident?" asked Mr. Wirt. "I think it would be splendid if every child could, while at school, choose not only his vocation, but also his avocation. Ordinarily when the child graduates there is the tremendous question—what shall he or she do? If, from the first moment of entering, he learns, not scholastically, but in an entirely professional attitude of mind, the various activities and pursuits of life, he will be in a position to choose freely his work, and enter the ranks midway toward expertness."

Manual Art for Every Child

"Every child should learn one or more of the manual arts. As a practical aid, it will be of benefit to the man or woman in every walk of life. To learn fine carpentering is to materially

assist the future surgeon or dentist. It will even help the golfer.

"I think it would be well if every man had an avocation. I don't want to generalize. I see no reason why a preacher should not be a carpenter if he wants to. The best preacher I ever knew was a cobbler. I shouldn't care to be a carpenter, but I see no reason why a man shouldn't have the chance to ascertain whether or not his tastes lie in that direction.

"Of course, I would not have every man turned out of school an embryo mechanic. There is no economic need for that. None of these industries need more men to enter them. But they do need experts.

"Isn't there a modern tendency for the young man, no matter how poorly he is equipped for it mentally, to prefer to enter the professions instead of these trades?" some one asked.

"That is because the teachers and the general school system thrusts them in that direction," answered Miss Grace Strachan, a district superintendent of schools, who was of the party. "The entire scholastic system is academic. It is not the urging of the parents that makes the young man enter a profession for which he is unsuited, but the educators, who wrongly impress them with the important superiority of these professions."

"I am not trying to work for an ideal state. That had far better be left to the future. To imagine the needs of such a state would be merely to confuse present issues. We can arrive there far more quickly by doing the next things to our hands. I see a present need here, and a simple remedy. That is all."

Making School Years Count

"The child is not a species apart from an adult. What it will need later on in the way of judgment and executive ability it must start to acquire in its early youth," he observed. "Thus the young girl who wishes to teach becomes a pedagogue while young so that her training is not a matter merely of a few years at the end of her schooling. A life-long training brings them nearer perfection. The children are taught to be leaders, teachers and managers, acquiring at once the faculty of looking at both sides of a question."

By taking care of the pupil during the eighty minutes of lunch and recess intermission in which the child is usually thrust on the streets, by starting the advanced subjects which are usually left to the high school early and putting them firmly in the school course, Mr. Wirt feels that two years will be taken from the high school course. And during this time the child will have gained a thor-

ough knowledge of his subject instead of merely having futile hints given to him.

"He will be sure of his vocation, whether it be that of artist, musician or mechanic, and he will be able to direct his mind toward one or more interesting avocations," ended Mr. Wirt the man who is making school years count in the child's growth to maturity.

THE INVESTIGATION OF THE EFFICIENCY OF SCHOOLS AND SCHOOL SYSTEMS

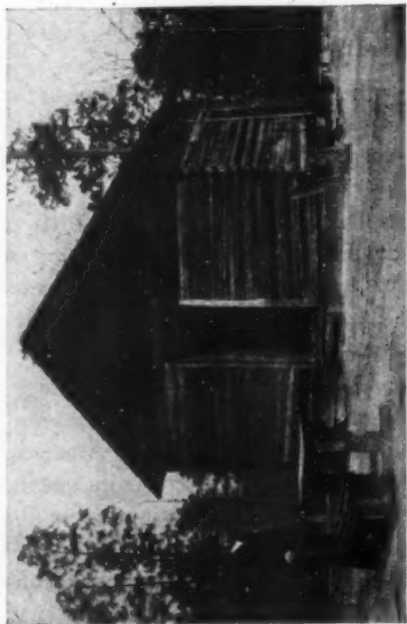
(School Board Journal)

In the past seven years, the number of children graduating each year from the elementary schools of America has doubled, according to the figures presented by Dr. Ayres, of the Russell Sage Foundation, in discussing investigations of school efficiency. He continued as follows: The number of elementary school graduates now is three-quarters of a million greater annually than it was seven years ago. The only great organized industry in America that has increased the output of its finished product as rapidly as the public schools during the past seven years is the automobile industry.

It is probable that no other one thing so fundamentally important to the future of America as this accomplishment of our public schools has taken place in recent years. There is every evidence that this is the direct result of applying measurements to education. It is the outcome of the nationwide efforts of the schools to reduce backwardness and falling-out among school children. If the school survey movement now under way can produce other results at all comparable with this one, we need have no fear for the outcome.

The school survey movement is not an isolated movement. It is part of the nationwide movement for self-examination now going on in every phase of our national life. The American nation is looking itself over from head to foot, critically questioning its very elements, challenging its oldest institutions as well as its newest, studying its every arrangement, analyzing its philosophy, and it stands ready to attempt as many and as radical reconstructions as may be necessary to attain its ends. As a nation we are seeking, and are determined to find, not a place in the sun, but a more equal distribution of sunshine in the lives of all the people.

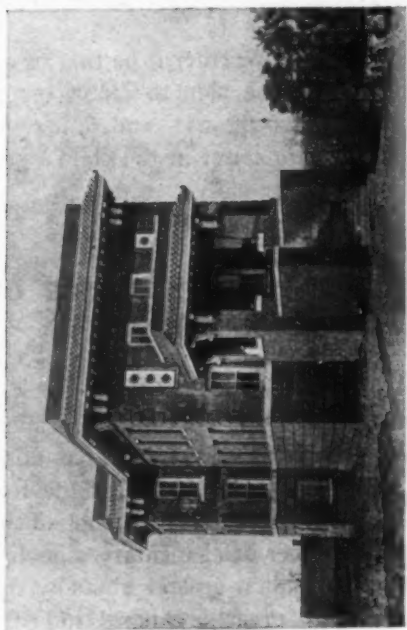
FROM "THE SURVEY"



THE SCHOOLHOUSE AND—

Both these public buildings are in Covington County, Ala. The jail has a sanitary drinking fountain, shower baths, clean floors, plenty of light, and good ventilation. Alabama has a state inspector of jails with complete control of the architecture and sanitary arrangements of county jails.

School affairs are almost entirely in the hands of county boards of education—the members of which seldom visit the schools and work largely from hearsay. The board in Covington County is composed of three farmers, one teacher, and the county superintendent. Since the above pictures were taken, \$500 has been raised for the construction of a new school building.



—THE JAIL

One Alabama farmer with a cheap automobile has invested in that one piece of mechanism more than the average rural community as a whole has in its school plant. And the owner of the auto frequently spends as much on the upkeep of his one car as the community spends for the total maintenance of the school, including the teacher's salary. This is one of the significant comparisons brought out by W. F. Feagin, state superintendent of education, in an educational survey of three Alabama counties.

Of 5,423 pupils entering the first grade in the schools covered by the survey only sixty completed the fourth year of the high school.

GOVERNMENTAL ACTIVITIES FOR VOCATIONAL EDUCATION.

BY RAYMOND W. PULLMAN

(Writing for the *Philadelphia North American*)

Uncle Sam believes the development of a sound system of vocational education is one of the best kinds of insurance against the unemployment of future citizens of the United States, and accordingly work has been begun to increase the interest of superintendents of schools and teachers throughout the United States in the vocational education movement. Dr. W. T. Bawden, specialist in industrial education in the United States bureau of education, is the government expert in charge of the work of spreading information on industrial training among educators of the country.

Doctor Bawden agrees with the other industrial educational experts that one of the most important things to urge in the early days of the movement is the thorough preparation of all teachers engaged in the new work of education in the industrial and manual arts. Following the thorough preparation of teachers, emphasis is laid upon the desirability of co-operation between the schools engaged in vocational education and the various industries.

Government experts believe that promising material for vocational shop teachers is to be found in the professionally prepared manual training shop teacher who supplements his equipment by not less than one year's practical experience in the trade, and also in the skilled mechanic who supplements his trade equipment by not less than one year's special professional preparation.

The federal bureau of education in its study of vocational education will gather and exchange with various educators of the country information on the critical and as yet unsolved problem of vocational education for those individuals who are now engaged in occupations without a future. Vocational education in the United States, it is admitted, is yet in its infancy, and in the development of an ideal system experts are emphasizing the fact that it is essential that provision shall be made of opportunities for vocational education for individuals who are employed in the occupations for which they seek further special preparation, and also that occupations shall be provided that will encourage the progress of individuals into more desirable occupations. In other words, the aim, they say, is to provide a man

with the kind of training which will start him into some branch of industry which has a future and in which he can develop and win promotions according to his proved ability in his chosen work.

SOLVING THE INDUSTRIAL PROBLEM

Detroit Free Press

The question of industrial training begins to loom large among employers, especially those who employ girls. The new insistence upon Efficiency, a word which is the shibboleth of the progressive business man, demonstrates the need of more intelligence and ability among employees. The inefficient worker who earns low wages takes up as much space as an efficient one and is recognized as an obstacle to business progress. The minimum wage theory presents too many hazards to be vigorously pressed, the inefficient might not be able to find employment at all. The solution of what is really a difficult problem seems to reside in educating the inefficient into efficiency.

It is a well-known fact that children who leave school at fourteen—and a very large percentage do leave at this age—rarely return to the schoolroom. They leave because the classroom makes no appeal. Last year there were 43,000 in Wayne county who took out working papers in order to evade school, but didn't go to work. Those who do go to work are inefficient and able to earn only the lowest wage. They have little opportunity for self-improvement; in many cases they become idle and then vicious.

For girls among this class New York has organized the Manhattan Trade School, which Philadelphia, under the new State Bureau of Vocational Training, is about to copy. The schools are for girls who are "hand minded," who have no interest in cultural studies but who can be trained to an earning capacity under proper conditions. These schools are on a practical basis; their product must sell in competition with that of regularly established businesses. There is to be nothing dilettante about the work or the output.

It should not be necessary to mention how much better these girls are prepared to meet the circumstances and temptations of their life in a great city than without such aid. The process of assimilating our increasing foreign element is facilitated, industrial betterment promoted, co-operation advanced, the unrest of the laboring class lessened in some degree at least, while employers are rewarded by better service and more loyalty.

EDUCATION FOR ADULTS

New York Press

If the Board of Education adheres to its announced purpose to give more attention and emphasis to practical rather than merely cultural subjects in this year's course of free public lectures designed for the education of parents and other adults it will have made an admirable choice. Public lecture courses are generally associated with diffuse talks on remote places and long dead authors, a smattering knowledge of which has been foolishly held to be part of a vague "culture." Instead of dealing with things that are only interesting if true, the lectures outlined will stick to those subjects of a very vital relation to one's temporal happiness and salvation.

It is announced that large provision has been made for lectures on government, history, sociology, economics and municipal affairs. There are also to be intensely practical talks on the question of foods and the high cost of living. We think these are distinctly better for the unlearned adult than much dissertation on the early Victorian era or the unities of the Greek drama. They are at least more closely welded to our daily life, and the accurate knowledge of them is not unrelated to our bread and butter. The soundness of the course is increased by lectures on vocational training.

More than 2,000 lectures are to be given in nearly 200 public schools and other buildings. This offers almost anybody a chance to hear something about the subject nearest to his curiosity and interest.

GENERAL EDUCATIONAL NOTES

Thirty-one boys graduated from the co-operative course in the York, Penn., high school this year. All these boys took industrial courses. It is the second class to graduate from industrial co-operative courses in the York school.

Prof. Charles S. Richardson of the Maryland Agricultural College addressed the Mothers' Congress on the subject of public speaking, its needs in the school curriculum, at its recent convention in Washington. The speaker stated that teaching public speaking has for its purpose the making of every boy and girl able to stand upon their feet and properly express their feelings. He stated that it is advisable for the parents and school officials to get together and examine the merits of the studies for the children, taking out some and putting in others that would be a benefit to the child in the future. Prof. Richardson stated that as

a result of his experience in the college he represents he would rather see a young man marked 50 per cent. in power of public speaking than 100 per cent. in all other subjects studied. With public speaking, he said, they are better equipped to battle with the problems which may face them in the race of life.

Secretary Redfield hopes to signalize his administration of the Department of Commerce by encouragement and aid he intends to give to the project of vocational training, according to a statement made by him to a representative of the Southern conference for education and industry. Mr. Redfield said: "Give me 1,000 boys between the ages of eighteen and twenty-five years, who have had three years of training under competent, skilled instructors in the art of being a machinist, and I can outdistance any factory in the United States. The reason is there is not a plant in this country which has such a force," he added. "Not one boy in a thousand who applies to a mill foreman for work has learned in school how to operate a drill, or planer, or lathe, or milling machine. Foremen must pick untrained men to do these tasks."

"Vocational education is not a matter of teaching our children trades. It is a matter of bringing them into contact with the materials and processes, divested of the complexity of high specialization, which have made our civilization what it is. We must have shops in our schools and real things to do." These are a few sentences extracted from an address delivered by John C. Frazee, of the vocational education department of the Board of Education of Philadelphia, before the Norwood Home and School Association at Norwood. He told how our forefathers worked at their trades most of the year, and went to school the rest of the time. After the work in the shop or in the field was finished the young men and women often spent half the night reading and studying. It was through the sincerity of these folk, Mr. Frazee said, that the sturdy integrity and the beautiful hardihood was developed in them.

Police Commissioner Arthur Woods, of New York, says he had a pleasant experience one night recently when he visited Public School 2, where he found nearly 300 patrolmen engaged in studies that would qualify them for promotion in the department. He addressed the men on police topics and congratulated them on spending their evenings off in such a profitable manner.

According to figures taken from a recent number of *The Survey*, Harvard has the largest law school, followed by New York and Michigan. New York leads in the size of its medical school, with Michigan second, and Johns Hopkins third. Illinois heads the list of engineering colleges, Cornell and Michigan standing next in order. Cornell's architectural school ranks first, with Michigan and Columbia coming next. Columbia boasts the larg-

est non-professional graduate school, followed by Chicago and Harvard. It also leads in the field of education, with Pittsburgh and New York ranking second and third. Columbia leads in journalism, followed by New York and Wisconsin. For undergraduate students, California leads in total registration; Harvard, including Radcliffe, comes second, and Michigan third. One of the most striking features of the statistics is the rapid progress of New York University, Ohio State and Pittsburgh, the latter institution having gained more than 1,000 students within the last year.

Pres. Kenyon I. Butterfield of the Massachusetts Agricultural College in his annual report recommends special provision for the education of woman along rural lines. There is some provision of the sort already; but the fact that he urges "organization of courses that shall form virtually a woman's college of agriculture and rural home life" indicates the extent to which women are already going into this profession. It indicates also that the training for women should be somewhat different from that of men.

Ten galleries at the Art Institute were necessary to accommodate the exhibits of the handiwork of school children from twenty different schools in New York and the Middle West. The exhibits, object lessons in the value of vocational education, were on view during the twenty-second annual convention of the Western Drawing and Training Association, in Fullerton Hall, Art Institute, Chicago. The convention was held under the auspices of the Chicago Board of Education, the Art Institute and the Chicago Association of Commerce.

Without a dissenting vote the Common Council approved the bill passed by the Senate and Assembly to increase to \$500,000 the limit to which bonds may be issued for the city of Syracuse, N. Y., to provide with funds the commission created by the State Legislature to supervise the erection of the proposed Vocational High School. Mayor Will also approved the bill.

According to a recent report the total number of pupils in the State of Pennsylvania is 1,343,055. Of this number 672,622 are males, and 670,433 females.

William H. Maxwell, superintendent of the New York City Public Schools, in a recent address said: "One popular myth holds that the child from the poor house cannot do as good work as the child from the home of means," said Mr. Maxwell. "The other is the belief that children of country schools are better off in body and in brain than city children. As a rule, neither of these are true."

C. A. Proesser, of New York, secretary of the National Society for the Promotion of Industrial Education, speaking

before the General Convention of the Department of Superintendence of the National Education Association, said that a nation-wide system of industrial education is necessary to the economic prosperity and supremacy of the country. At present, he said, it is doubtful whether there are in the whole United States facilities and opportunities for the industrial training of 25,000 workers, and there are more than 12,000,000 to be reached.

William E. Valentine, of Indianapolis, widely known as a negro educator, has been selected by the State Board of Education of New Jersey to succeed James M. Gregory as principal of the Industrial School for Colored Youths at Bordentown. He was born at Montclair and was graduated from Harvard. He is now a supervising principal of schools in Indianapolis.

Superintendent Sassidy announces that ninety-three per cent. of the approximately 6,000 pupils in the Lexington, Kentucky, public schools have received promotion in the last examinations held in conclusion of the first semester of school. The re-establishment of a night school augmented by the addition of a manual training and a domestic science department has been approved.

L. A. Wilson, an inspector for the State Department of Education, is in town this week, says the Buffalo, N. Y., *Express*, inspecting the vocational and home-making work in the evening schools, to ascertain which classes shall be given State aid. Last year '83 classes in Buffalo were included in this appropriation, and this year at least 125 will receive State aid, the increase showing the improvement in the work. State aid is given to all vocational classes approved by the State and amounts in each school where it is given to one-half the salary of one teacher, and one-third of the salaries of other instructors in vocational and home-making classes.

Vocational guidance in the public schools and the schools as social centers were the subjects discussed at a meeting of the District branch of the National Congress of Mothers at the Raleigh Hotel in Washington. Mrs. I. H. Sloan, chairman of the Committee on Vocational Education and Guidance, presented a resolution, which was adopted, urging the Board of Education of the District of Columbia, to provide vocational schools for those pupils who desire this course of training.

"The New Jersey State Federation of Women's Clubs is an aggregation of some 16,000 women from all over the State, and representing 163 individual clubs. Its Department of Education advocates medical inspection and follow-up work in the public schools, the use of schools as social centers, the inauguration of vocational guidance bureaus and vocational training, and is also putting forth its best efforts to secure a State college for women.

